



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2008  
Code: 12651879  
SAU: MSAD 74  
School: Carrabec Community School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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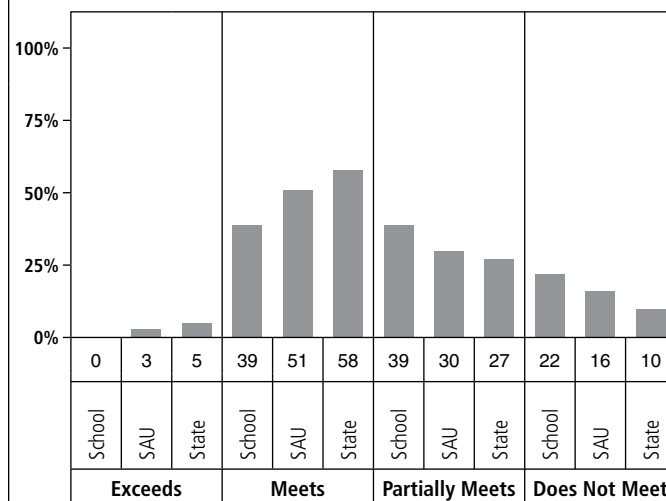
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 5  
SAU: MSAD 74  
School: Carrabec Community School

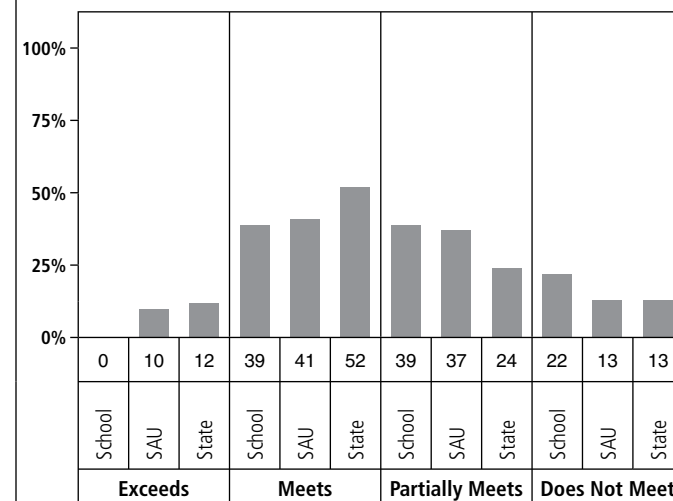
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	537	542	544
2006–2007	543	543	544
<b>2007–2008</b>	<b>539</b>	<b>542</b>	<b>545</b>
Cum. Avg.*	540	542	544
<b>Mathematics</b>			
2005–2006	529	537	543
2006–2007	547	547	546
<b>2007–2008</b>	<b>538</b>	<b>544</b>	<b>546</b>
Cum. Avg.*	538	543	545
<b>ELA – Writing</b>			
2005–2006			
2006–2007	538	540	541
<b>2007–2008</b>	<b>527</b>	<b>535</b>	<b>538</b>
Cum. Avg.*			

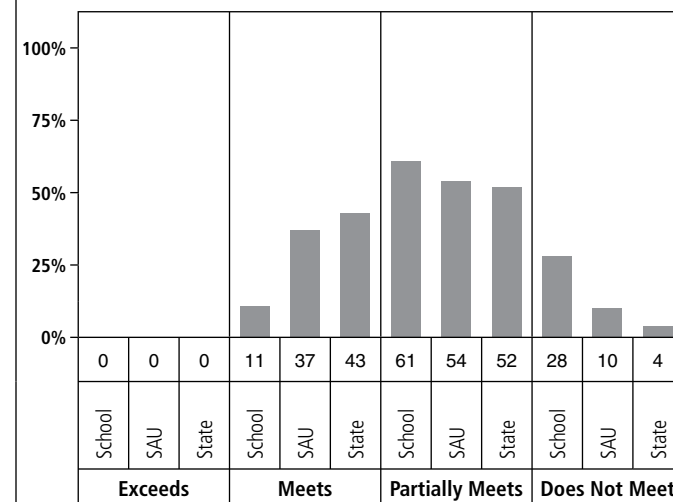
## ELA – READING



## MATHEMATICS



## ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 74  
 School: Carrabec Community School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	18	100	63	100	14240	100	18	100	63	100	14157	100	18	100	63	100	14156	100					18	100
<b>Ethnicity</b> African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99					0	0
American Indian or Native Alaskan	1	6	2	3	118	1	1	100	2	100	118	100	1	100	2	100	118	100					1	100
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99					0	0
Hispanic	0	0	1	2	178	1	0	0	1	100	170	97	0	0	1	100	174	99					0	0
Caucasian/White	17	94	60	95	13339	94	17	100	60	100	13274	100	17	100	60	100	13267	100					17	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
<b>Identified disability</b>	9	50	20	32	2555	18	9	100	20	100	2528	99	9	100	20	100	2526	99					9	100
<b>Current LEP</b>	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99					0	0
<b>Economically disadvantaged</b>	10	56	37	59	5574	39	10	100	37	100	5528	99	10	100	37	100	5531	99					10	100
<b>Migrant</b>	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	12	67	46	73	11042	78	12	67	46	73	11006	77							12	67	46	73	11127	78
Identified disability (PET/IEP)	3	25	5	11	396	4	3	25	5	11	404	4							3	25	5	11	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
<b>Participation with accommodations</b>	6	33	17	27	2974	21	6	33	17	27	3014	21							6	33	17	27	2845	20
Identified disability (PET/IEP)	6	100	15	88	1996	67	6	100	15	88	1986	66							6	100	15	88	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	0	0	2	12	766	26	0	0	2	12	801	27							0	0	2	12	710	25
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
<b>Non-participation – other</b>	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	MSAD 74
School:	Carrabec Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	0	0	2	3	721	5
	2006-2007	0	0	2	3	702	5
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>659</b>	<b>5</b>
	Cum. Total*	0	0	6	3	2082	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	6	27	34	47	7571	53
	2006-2007	12	50	36	51	7730	55
	<b>2007-2008</b>	<b>7</b>	<b>39</b>	<b>32</b>	<b>51</b>	<b>8195</b>	<b>58</b>
	Cum. Total*	25	39	102	49	23496	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	11	50	27	37	4343	30
	2006-2007	9	38	27	38	4182	30
	<b>2007-2008</b>	<b>7</b>	<b>39</b>	<b>19</b>	<b>30</b>	<b>3800</b>	<b>27</b>
	Cum. Total*	27	42	73	35	12325	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	5	23	10	14	1628	11
	2006-2007	3	13	6	8	1419	10
	<b>2007-2008</b>	<b>4</b>	<b>22</b>	<b>10</b>	<b>16</b>	<b>1362</b>	<b>10</b>
	Cum. Total*	12	19	26	13	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	24.6	51.3	27.4	57.1	29.2	60.8
<b>Literary Text</b>	<b>24</b>	<b>50</b>	11.9	49.6	14.1	58.8	15.0	62.5
<b>Informational Text</b>	<b>24</b>	<b>50</b>	12.7	52.9	13.3	55.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

\*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 74  
 School: Carrabec Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	18	0	0	7	39	7	39	4	22	539	63	3	51	30	16	542	14016	5	58	27	10	545
<b>Ethnicity</b>																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	1										2						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	0										1						167	2	47	37	14	542
Caucasian/White	17	0	0	7	41	6	35	4	24	539	60	3	50	30	17	542	13148	5	59	27	9	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	1	11	4	44	4	44	535	20	0	30	40	30	537	2392	0	26	42	31	536
No	9	0	0	6	67	3	33	0	0	543	43	5	60	26	9	545	11624	6	65	24	5	547
<b>Current LEP</b>																						
Yes	0										0						319	1	36	34	29	537
No	18	0	0	7	39	7	39	4	22	539	63	3	51	30	16	542	13697	5	59	27	9	545
<b>Economically disadvantaged</b>																						
Yes	10	0	0	2	20	5	50	3	30	536	37	3	43	32	22	540	5454	2	48	35	15	541
No	8	0	0	5	63	2	25	1	13	543	26	4	62	27	8	545	8562	7	65	22	6	547
<b>Migrant</b>																						
Yes	0										0						5	0	100	0	0	549
No	18	0	0	7	39	7	39	4	22	539	63	3	51	30	16	542	14011	5	58	27	10	545
<b>Gender</b>																						
Female	7	0	0	4	57	2	29	1	14	541	27	4	59	30	7	545	6766	7	62	24	8	546
Male	11	0	0	3	27	5	45	3	27	538	36	3	44	31	22	540	7250	3	56	30	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										10	0	30	40	30	535	1751	1	35	44	21	538
No	16	0	0	5	31	7	44	4	25	538	53	4	55	28	13	544	12265	5	62	25	8	546
<b>Gifted/talented program</b>																						
Yes	0										0						464	27	71	2	1	557
No	18	0	0	7	39	7	39	4	22	539	63	3	51	30	16	542	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 74  
School: Carrabec Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	17	0	0	0	0	1	33	2	67	528	11	14	29	29	29	542	5	2	42	34	22	540
B. less than one hour	61	0	0	7	64	3	27	1	9	543	55	3	62	29	6	546	66	5	60	27	9	545
C. one to two hours	22	0	0	0	0	3	75	1	25	536	31	0	42	32	26	537	26	5	61	26	8	546
D. more than two hours	0										3	0	50	50	0	544	2	3	42	32	23	540
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	11	0	0	2	100	0	0	0	0	547	24	13	60	27	0	549	31	7	63	23	7	547
B. They match some of what I have learned.	83	0	0	5	33	6	40	4	27	538	55	0	44	35	21	540	55	4	61	27	8	545
C. They match just a little of what I have learned.	6	0	0	0	0	1	100	0	0	536	19	0	58	25	17	541	11	2	42	37	19	540
D. There is no match.	0										2	0	100	0	0	546	3	1	30	38	31	536
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	17	0	0	2	67	1	33	0	0	545	32	10	70	15	5	549	30	10	68	16	6	549
B. good	22	0	0	3	75	0	0	1	25	543	32	0	45	35	20	541	53	3	59	29	9	544
C. fair	44	0	0	2	25	3	38	3	38	537	31	0	47	32	21	538	15	1	41	40	18	539
D. poor	17	0	0	0	0	3	100	0	0	535	5	0	0	100	0	535	2	0	23	38	39	534
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	17	0	0	0	0	2	67	1	33	533	16	0	40	50	10	540	17	3	45	32	19	541
B. about the same as my regular schoolwork	56	0	0	5	50	4	40	1	10	543	64	3	62	31	5	545	67	5	62	26	7	546
C. easier than my regular schoolwork	28	0	0	2	40	1	20	2	40	536	20	8	33	17	42	539	16	6	59	26	9	545
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	0										17	0	60	30	10	543	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	69	0	0	3	27	4	36	4	36	537	62	3	49	32	16	542	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	31	0	0	4	80	1	20	0	0	546	22	8	62	15	15	545	31	9	68	18	6	548
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	17	0	0	1	33	0	0	2	67	533	18	9	55	18	18	545	18	8	64	20	8	547
B. 20 minutes to an hour	39	0	0	2	29	5	71	0	0	541	45	4	54	39	4	545	56	5	62	25	7	546
C. less than 20 minutes	17	0	0	2	67	0	0	1	33	541	13	0	50	25	25	538	12	2	50	32	15	542
D. I rarely read at home.	28	0	0	2	40	2	40	1	20	539	24	0	47	27	27	539	13	1	44	38	17	540
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	39	0	0	2	29	3	43	2	29	537	35	5	50	32	14	543	26	3	51	32	14	542
B. six to ten pages	28	0	0	2	40	2	40	1	20	538	31	0	47	42	11	540	28	3	59	28	9	544
C. eleven or more pages	33	0	0	3	50	2	33	1	17	542	34	5	57	19	19	544	47	7	63	23	7	546
<b>Optional school/SAU question</b>																						
A.	0										33	0	0	100	0	540						
B.	0										33	0	0	0	100	504						
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	528	33	0	0	0	100	528						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 74  
School: Carrabec Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	0	0	1	1	1415	10
	2006-2007	5	21	10	14	1711	12
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>10</b>	<b>1617</b>	<b>12</b>
	Cum. Total*	5	8	17	8	4743	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	3	13	29	39	6503	45
	2006-2007	9	38	33	46	6778	48
	<b>2007-2008</b>	<b>7</b>	<b>39</b>	<b>26</b>	<b>41</b>	<b>7284</b>	<b>52</b>
	Cum. Total*	19	29	88	42	20565	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	11	48	27	36	3945	28
	2006-2007	8	33	21	30	3884	28
	<b>2007-2008</b>	<b>7</b>	<b>39</b>	<b>23</b>	<b>37</b>	<b>3341</b>	<b>24</b>
	Cum. Total*	26	40	71	34	11170	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	9	39	17	23	2434	17
	2006-2007	2	8	7	10	1683	12
	<b>2007-2008</b>	<b>4</b>	<b>22</b>	<b>8</b>	<b>13</b>	<b>1778</b>	<b>13</b>
	Cum. Total*	15	23	32	15	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.5	50.0	8.8	58.7	9.0	60.0
Cluster 2: Shape and Size	14	29	6.2	44.3	7.3	52.1	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	1.6	32.0	1.9	38.0	2.2	44.0
Cluster 4: Patterns	14	29	6.4	45.7	7.7	55.0	8.4	60.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 74  
 School: Carrabec Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	18	0	0	7	39	7	39	4	22	538	63	10	41	37	13	544	14020	12	52	24	13	546
<b>Ethnicity</b>																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	1										2						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	0										1						173	5	45	30	20	541
Caucasian/White	17	0	0	6	35	7	41	4	24	538	60	10	42	35	13	544	13141	12	53	24	12	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	1	11	4	44	4	44	531	20	0	20	50	30	535	2390	2	29	34	35	534
No	9	0	0	6	67	3	33	0	0	546	43	14	51	30	5	548	11630	13	57	22	8	548
<b>Current LEP</b>																						
Yes	0										0						330	4	36	27	33	536
No	18	0	0	7	39	7	39	4	22	538	63	10	41	37	13	544	13690	12	52	24	12	546
<b>Economically disadvantaged</b>																						
Yes	10	0	0	2	20	6	60	2	20	536	37	8	38	43	11	544	5461	5	46	30	19	541
No	8	0	0	5	63	1	13	2	25	541	26	12	46	27	15	544	8559	16	56	20	9	549
<b>Migrant</b>																						
Yes	0										0						5	0	60	40	0	544
No	18	0	0	7	39	7	39	4	22	538	63	10	41	37	13	544	14015	12	52	24	13	546
<b>Gender</b>																						
Female	7	0	0	2	29	3	43	2	29	538	27	7	37	41	15	543	6767	11	51	24	13	546
Male	11	0	0	5	45	4	36	2	18	539	36	11	44	33	11	544	7253	12	52	23	13	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										10	0	30	50	20	537	1755	1	37	39	23	538
No	16	0	0	5	31	7	44	4	25	537	53	11	43	34	11	545	12265	13	54	22	11	547
<b>Gifted/talented program</b>																						
Yes	0										0						464	58	40	2	0	564
No	18	0	0	7	39	7	39	4	22	538	63	10	41	37	13	544	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 74  
School: Carrabec Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	17	0	0	0	0	1	33	2	67	525	11	29	14	29	29	544	5	6	39	29	25	539
B. less than one hour	61	0	0	5	45	4	36	2	18	541	55	6	50	35	9	545	66	12	52	24	12	546
C. one to two hours	22	0	0	2	50	2	50	0	0	542	31	11	32	42	16	541	26	12	55	23	11	547
D. more than two hours	0										3	0	100	0	0	559	2	9	37	25	29	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	28	0	0	3	60	2	40	0	0	547	27	18	53	29	0	550	38	16	56	19	8	549
B. They match some of what I have learned.	50	0	0	4	44	4	44	1	11	540	48	3	43	43	10	543	48	9	53	26	12	545
C. They match just a little of what I have learned.	6	0	0	0	0	1	100	0	0	540	18	18	27	36	18	543	10	6	37	32	24	539
D. There is no match.	17	0	0	0	0	0	0	3	100	518	6	0	25	0	75	528	3	3	24	29	45	532
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	17	0	0	1	33	1	33	1	33	535	29	28	33	33	6	551	31	24	54	14	8	552
B. good	44	0	0	4	50	3	38	1	13	544	45	4	46	36	14	543	47	8	55	25	12	545
C. fair	28	0	0	2	40	3	60	0	0	540	23	0	50	43	7	540	19	2	43	35	20	539
D. poor	11	0	0	0	0	0	0	2	100	519	3	0	0	0	100	519	3	1	26	38	36	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	39	0	0	1	14	2	29	4	57	531	28	6	18	47	29	535	18	5	42	30	22	540
B. about the same as my regular schoolwork	44	0	0	5	63	3	38	0	0	544	54	12	55	27	6	548	66	11	55	23	11	547
C. easier than my regular schoolwork	17	0	0	1	33	2	67	0	0	543	18	9	45	45	0	547	17	20	51	19	10	549
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	6	0	0	0	0	1	100	0	0	536	13	13	38	38	13	548	21	10	48	26	16	544
B. two or three days a week	39	0	0	1	14	3	43	3	43	533	44	11	30	41	19	541	36	13	54	23	10	547
C. two or three times each month	17	0	0	2	67	1	33	0	0	545	26	6	56	31	6	545	27	12	54	23	11	547
D. never or almost never	39	0	0	4	57	2	29	1	14	542	18	9	55	27	9	547	15	10	49	25	16	544
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										5	33	0	33	33	543	7	12	44	25	19	543
B. two or three days a week	11	0	0	0	0	1	50	1	50	531	19	8	50	33	8	547	30	13	53	23	11	547
C. two or three times each month	17	0	0	1	33	1	33	1	33	537	31	21	32	37	11	547	34	12	54	23	10	547
D. never or almost never	72	0	0	6	46	5	38	2	15	540	45	0	50	36	14	541	29	9	50	25	16	544
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	17	0	0	0	0	1	33	2	67	527	18	18	27	36	18	545	7	7	40	25	28	539
B. 30–45 minutes	44	0	0	4	50	4	50	0	0	545	31	11	42	42	5	545	31	7	49	29	15	543
C. 45–60 minutes	33	0	0	2	33	2	33	2	33	535	44	7	41	37	15	543	40	12	55	23	10	547
D. more than 60 minutes	6	0	0	1	100	0	0	0	0	544	8	0	80	0	20	543	23	18	54	19	9	549
<b>Optional school/SAU question</b>																						
A.	0										33	0	100	0	0	542						
B.	0										33	0	0	0	100	526						
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	512	33	0	0	0	100	512						

# ELA-WRITING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 74  
School: Carrabec Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	0 0	0 0	0 0	0 0	260 46	2 0
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	11 2	46 11	35 23	49 37	7844 6041	56 43
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	12 11	50 61	35 34	49 54	5365 7330	38 52
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	1 5	4 28	1 6	1 10	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	20	100	7.6	38.0	9.9	49.5	10.7	53.5
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	12	60	3.9	32.5	5.2	43.3	5.6	46.7
<b>Standard English Conventions (Standard F)</b>	8	40	3.7	46.3	4.7	58.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 74  
School: Carrabec Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	18	0	0	2	11	11	61	5	28	527	63	0	37	54	10	535	13972	0	43	52	4	538
<b>Ethnicity</b>																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	1										2						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	0										1						170	0	29	62	9	535
Caucasian/White	17	0	0	2	12	10	59	5	29	527	60	0	38	52	10	535	13108	0	44	52	4	538
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	0	0	4	44	5	56	522	20	0	10	65	25	529	2372	0	12	72	16	529
No	9	0	0	2	22	7	78	0	0	533	43	0	49	49	2	538	11600	0	50	48	1	539
<b>Current LEP</b>																						
Yes	0										0						319	0	30	58	12	533
No	18	0	0	2	11	11	61	5	28	527	63	0	37	54	10	535	13653	0	44	52	4	538
<b>Economically disadvantaged</b>																						
Yes	10	0	0	1	10	5	50	4	40	525	37	0	35	51	14	534	5435	0	32	61	7	535
No	8	0	0	1	13	6	75	1	13	531	26	0	38	58	4	537	8537	0	50	47	2	539
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	538
No	18	0	0	2	11	11	61	5	28	527	63	0	37	54	10	535	13967	0	43	52	4	538
<b>Gender</b>																						
Female	7	0	0	2	29	4	57	1	14	532	27	0	63	33	4	539	6750	1	55	43	2	540
Male	11	0	0	0	0	7	64	4	36	525	36	0	17	69	14	532	7222	0	33	61	6	535
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										10	0	20	70	10	532	1745	0	26	69	5	534
No	16	0	0	2	13	9	56	5	31	527	53	0	40	51	9	536	12227	0	46	50	4	538
<b>Gifted/talented program</b>																						
Yes	0										0						464	2	74	23	0	545
No	18	0	0	2	11	11	61	5	28	527	63	0	37	54	10	535	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–WRITING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 74  
 School: Carrabec Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	17	0	0	0	0	1	33	2	67	520	11	0	43	29	29	531	5	0	29	57	14	533
B. less than one hour	61	0	0	2	18	8	73	1	9	531	55	0	41	56	3	537	66	0	44	52	3	538
C. one to two hours	22	0	0	0	0	2	50	2	50	523	31	0	32	58	11	534	26	0	45	52	3	538
D. more than two hours	0										3	0	0	100	0	532	2	0	28	60	12	533
<b>Which of the following best describes how you rate yourself as a writer?</b>																						
A. very good	11	0	0	1	50	0	0	1	50	534	23	0	57	36	7	539	25	1	54	42	3	540
B. good	39	0	0	1	14	4	57	2	29	529	45	0	43	50	7	537	50	0	46	51	3	538
C. fair	39	0	0	0	0	5	71	2	29	525	27	0	18	71	12	531	22	0	29	65	6	535
D. poor	11	0	0	0	0	2	100	0	0	526	5	0	0	100	0	529	3	0	18	63	19	530
<b>How difficult was the writing part of this test?</b>																						
A. harder than my regular schoolwork	33	0	0	0	0	4	67	2	33	525	15	0	0	78	22	527	14	0	33	56	10	535
B. about that same as my regular schoolwork	50	0	0	1	11	5	56	3	33	527	72	0	44	49	7	537	65	0	45	52	3	538
C. easier than my regular schoolwork	17	0	0	1	33	2	67	0	0	534	13	0	50	50	0	537	21	0	45	51	4	538
<b>Optional school/SAU question</b>																						
A.	0										33	0	0	100	0	528						
B.	0										33	0	0	100	0	528						
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	516	33	0	0	0	100	516						